

The
Scales *for*
Effective
Teaching

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*THE SCALES FOR
EFFECTIVE TEACHING*

(Second Edition, 1989)

BY

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PART ONE

Introduction to Teacher Evaluation

Teacher Evaluation--*It's a tough job but somebody has to do it!*

Teacher evaluation has never been the favorite pastime of administrators or teachers. Many administrators feel ill-prepared to efficiently and effectively observe teachers and to provide constructive feedback. Teachers complain that evaluation results are often based more on the kind of relationship they have with their evaluators than on the quality of their teaching.

Despite the national emphasis being placed on the improvement of teaching, there is a scarcity of evaluation systems that actually result in improved performance in the classroom. Teacher evaluation will continue to be unpopular and unprofitable until evaluation systems emerge which provide comprehensive, fair, and useful feedback to teachers and administrators.

Publications such as *A Nation at Risk* (NCEE 1983) and Goodlad's *A Place Called School* (1984) have focused attention on "excellence in education". It is imperative that excellence be a goal of education but also that the excellence that exists in our schools be recognized. Three issues that relate directly to the excellence in education movement and to the need for excellence in teacher evaluation are

- career ladders and merit pay,
- accountability, and
- data-based supervision.

Career Ladder and Merit Pay

Most states have developed systems for encouraging excellence in the classroom. These systems typically contain rather complex mechanisms for determining how teachers can make more money for extra effort and better results. Defining "extra effort and better results" has been especially difficult. Once these indicators of excellence have been defined, evaluation strategies that administrators and teachers feel are both fair and useful must be developed or found. In short, in order to reward superior performance, one must first define it and then evaluate it.

Accountability

As teachers begin to be substantively rewarded for excellence, the public will demand more and more accountability for student growth. Teachers who show evidence of effective planning, instruction, and evaluation should be rewarded; those who do not should not. Education as a profession will require accountability. Teachers (and administrators) who are not effective must be identified and offered assistance. If the assistance offered does not result in teacher growth, then alternatives, including the termination of chronically ineffective staff, must be sought. It is clear that evaluation systems must be created which differentiate competence and incompetence.

Data-based Supervision

The primary purpose for evaluating teacher effectiveness is to improve teaching. Ongoing supervision is the best strategy for achieving this purpose. "Clinical Supervision" (Goldhammer, 1969 & Cogan, 1973) is the most visible and acclaimed conceptualization of this sort of collegial assistance. To be most useful, supervision must be data-based and bias free. Cogan (1973) suggested that the data used for clinical supervision come from classroom events. Well-trained professionals can enter a classroom with a blank sheet of paper and exit with a complete script of classroom activities which contains the data on which supervision can be based. While this scripting does provide data for supervision, it does not necessarily limit subjectivity and thus is not very useful for evaluation. Supervision could be more efficient if it were based initially on a sound, objective evaluation of teacher effectiveness. This evaluation could serve as the basis for ongoing supervisory interaction.

FUNCTIONS FOR TEACHER EVALUATION

As stated above, the primary purpose for evaluating teaching effectiveness is to improve teaching. Bolton (1973) proposed one general purpose - to safeguard and improve the quality of instruction received by students. Bolton suggested six functions for teaching evaluation to achieve this general purpose. Four of these functions have been discussed - to improve teaching, to supply information useful for modifying assignments, to reward superior performance, and to provide a basis for professional development. A fifth function is to validate the teacher selection process used by the school system. It is the hope of every school system that teachers hired will be effective.

Bolton's sixth function of teacher evaluation is to protect students from incompetence, and teachers from unprofessional administrators. This function symbolizes the challenge of effective evaluation. To be effective, evaluation must facilitate the identification of competent and incompetent practices in a fair and comprehensive manner. In order for evaluation to promote teaching improvement, procedures must be developed which demand, as mentioned earlier, that decisions be data-based and bias free.

COMMONALITIES OF EFFECTIVE EVALUATION SYSTEMS

McGreal (1983) identified eight commonalities of effective evaluation systems:

1. an appropriate attitude toward evaluation,
2. an evaluation model complementary to the desired purpose,
3. separation of administrative and supervisory behavior,
4. goal setting as the major activity of evaluation,
5. a narrowed focus on teaching,
6. improved classroom observation skills,
7. the use of additional sources of data, and
8. a training program complementary to the evaluation system.

These commonalities provide a basis for planning an evaluation system and validate the rationale and procedures of SET.

For any evaluation system to be effective, administrators and teachers must have appropriate attitudes toward evaluation. Administrators should be willing to help in whatever ways teachers suggest. Administrators also should demand that teachers be competent, using methods and techniques which are well validated. Teachers, as professionals, should welcome evaluation and supervision if they are based on fair and complete data collection and analysis procedures. SET provides such a set of procedures. (Please refer to Part Three.)

If the primary purpose of teacher evaluation is to improve teaching, then an evaluation system should be organized so that data derived from its use can serve as the basis for ongoing supervision. The authors of SET firmly believe that evaluation and supervision are not antithetical concepts, but rather believe that sound evaluation serves as the basis for supervision.

The final result of sound evaluation should not be simply a numerical summary of teacher effectiveness. The final result should be a negotiated set of professional goals for improving teaching. These goals can serve as the basis for staff development activities for teachers and administrators. This focus promotes improvement and is the focus of SET.

Of McGreal's eight commonalities, the one which is, perhaps, most critical states that effective evaluation systems take a narrowed focus on teaching. In this era of excellence and accountability, educators must and can take a stand on what comprises effective teaching. McGreal suggested that the "effective schools literature" is a sound basis for defining effective teaching.

Over the last several years, a body of research has grown into a cohesive set of characteristics which identify classrooms that promote high student achievement. This "effective

schools literature" has identified empirically the following characteristics of effective classrooms:

- high expectations direct classroom procedures and are communicated to students;
- students are engaged in active learning;
- environment is well organized;
- congruence exists among outcomes, methods, and evaluation;
- direct instructional approaches are utilized;
- student progress is monitored frequently and evaluative feedback is given;
- planned experiences are apparent which encourage student involvement;
- correct student responses are rewarded; and
- inappropriate student responses are corrected.

These characteristics have been operationalized in the *Scales for Effective Teaching*. SET enables teachers and administrators to determine the extent to which teachers are planning, implementing, and evaluating instructional procedures in ways which maximize student achievement consistent with the findings of the effective schools literature.

Effective systems promote improved classroom observation skills. Data collection in the classroom is the most critical aspect of any evaluation system. Too often, data collected are based on the value judgments of the observer rather than on the events which actually occurred in the classroom. In Part Three, guidelines are presented to facilitate objective data collection using SET.

McGreal (1983) suggested that effective systems use multiple sources of data to determine teacher effectiveness. The authors of SET enthusiastically endorse this concept. Student growth (not summative student achievement) is one such source of data. McGreal suggests the collection of artifact data as another source. SET is designed to evaluate effectiveness both in and out of the classroom. (Please refer to Part Two)

The last of McGreal's commonalities is a comprehensive training program. It is absolutely imperative that all administrators and teachers who will be affected by the evaluation system be trained in it. Teachers are much more positive about evaluation when they know the standards by which they will be judged. SET comes with a training program which offers a complete conceptual background and practice experiences so that administrators and teachers can fully understand the procedures and content of SET.

Evaluation can serve as the centerpiece for teacher improvement if it is approached seriously, fairly, and positively.

PART TWO

Introduction to the *Scales for Effective Teaching*

SET was developed to assist administrators and teachers to work together to improve teaching. To accomplish this goal, SET content was taken from well-validated characteristics of effective classrooms, and SET procedures were designed to provide fair and comprehensive feedback by minimizing subjectivity in data collection and analysis. As mentioned in Part One, the overriding goal was to develop a bias-free, data-based system.

~~Six~~ **Five characteristics of SET**

1. SET IS BASED ON THE EFFECTIVE SCHOOLS LITERATURE. The content of SET is taken directly from a body of research which is the basis for reform and excellence efforts at local, state, and national levels. As summarized in Part One, the effective schools literature defines well-validated characteristics of schools and classrooms which promote student achievement.
2. SET DEFINES TEACHING IN 15 AREAS. Each of these areas is identified as a Scale for Effective Teaching. Each of the scales has two components. A set of *behavioral statements* describes five levels of effectiveness for each scale, and a set of *behavioral indicators* is provided to assist the rater in determining a level of effectiveness. It is important to note that the *behavioral indicators* are only examples. There are many other behaviors that provide indications of effectiveness on each of the scales. The use of these scales is described in Part Three. The 15 *Scales for Effective Teaching* and their rationales for inclusion follow:

Scale 1 -- Learning Outcomes

Goodlad (1984) states that "the most effective classrooms may be those in which teachers succeed in creating commonly shared goals and individuals cooperate in ensuring each person's success in achieving them" (p. 108). Learning outcomes--that is, what the teacher expects the student to be able to do--should be clearly defined, stated, validated, and sequenced. The specific outcomes should also include acceptable standards of performance so that measurement of student progress can occur. When students clearly understand what is expected of them and when teacher expectations are high, there is a positive correlation with actual student achievement.

Scale 2 -- Utilization Of Instructional Media / materials

Appropriate instructional materials should meet the identified needs of students and should successfully integrate the critical elements of the instructional process in the material (Stowitschek, Gable, & Hendrickson, 1980). The appropriate use of instructional materials in education requires the teacher not only to follow published instructions but also to modify (when necessary) adapt, and integrate measurement and monitoring with media and materials.

Scale 3 -- Instructional Techniques

Effective teachers understand and believe that how they teach is as important as what they teach (Hosford, 1984). There exists a wide variety of teaching techniques that have the potential for producing learning. The teacher might use techniques that require students to read, listen, observe, discuss, experiment, record, etc. Teaching requires continuous decision-making regarding the use of instructional techniques. These decisions will be made based on the appropriateness of the techniques--that is, how well they facilitate the accomplishment of the learning outcomes. The effective teacher is constantly validating or modifying teaching and learning behavior on the basis of cues that are surfacing or being elicited during lessons (Hunter, 1984).

Scale 4 -- Academic Learning / Engaged Time

The most significant research findings associated with academic learning and academic engaged time are the result of the Beginning Teacher Evaluation Study (BTES). Fisher, Berliner, Filby, Marliave, Cahen, & Dishaw (1980) described the major findings of the BTES in terms of relationships observed between academic learning/engaged time and student achievement. The following are some of their key observations:

- The amount of time that teachers allocate to instruction in a particular curriculum content area is positively associated with student learning in that content area.
- The proportion of allocated time in which students are engaged is positively associated with learning.
- The proportion of time that reading or mathematics tasks are performed with high success is positively associated with student learning.
- Increases in academic learning time are not associated with more negative attitudes toward mathematics, reading, or school.

Scale 5 -- Positive Reinforcement Of Student Academic responses

The quality and quantity of research on the demonstrated effects of reinforcement techniques for student academic responses is overwhelmingly positive. Careful use of positive reinforcement has been found to result in significant gains in academic achievement and appropriate classroom behavior. A substantial body of

literature documents relationships between the rewards for achievement and the overall effectiveness of the classroom (Berliner, 1982).

Scale 6 -- Correction Of Student Academic Responses

Despite relatively limited research on the subject, correction of student errors is considered an important part of the instructional process. The correction of an academic mistake should occur as an immediate response to the student. The exact type of correction procedure used may depend upon the nature of the error but should ensure that the learner will perform correctly in future presentations of the activity in which the mistake occurred (Engelmann & Carnine, 1982).

Scale 7 -- Classroom Discipline

Effective teaching and learning cannot take place in an environment that is disorderly, distracting, or threatening. In order to make learning possible the teacher must utilize methods that promote student behaviors that have a positive influence on learning. Due to the complexity and variability of discipline problems within classrooms, no one single solution has been found to eliminate these problems entirely. There are, however, characteristics of teacher behavior that have been identified that, if consistently applied, lead to better prevention of discipline problems, more effective handling of problems that do occur, and continuous maintenance of order in the classroom. The most significant of these characteristics have been incorporated in the behavioral statements for this scale. They are as suggested by Canter (1979) and others:

1. Development of a plan or system for managing student behavior.
2. Unambiguous explanations of classroom rules, procedures, and consequences, both positive and negative.
3. Consistent delivery of meaningful positive consequences to students who exhibit positive behaviors.
4. Consistent delivery of effective negative consequences to students who exhibit negative behaviors.

Scale 8 -- Instructional Style

The effective teacher is concerned with positive change in student behavior. A common goal of educators is to foster a positive attitude toward learning in the students they teach. This is encouraged by the positive attitude toward teaching possessed by individual teachers. Such an attitude is expressed in formal classroom procedures and methods as well as in informal interactions. Research by Goodlad (1984) indicates a significant relationship between teachers' concerns for students and students' satisfaction with their classes. Classroom quality is enhanced by an instructional style based on enthusiasm for and interest in students, subject matter, and the act of teaching itself.

Scale 9 -- Instructional Efficiency

In order to achieve maximum power from instruction, the teacher should ensure that time is not wasted during group instruction, independent work, or transitions from one activity to another. The pace during lesson presentation should promote high rates of correct responses (Morehead & Howell, 1983). The pace of activities should be such that student involvement and interest is maintained while covering a maximum amount of material. The effective teacher realizes that the amount of time spent on instruction is correlated with student achievement (Reid, 1985) and that effective teaching strategies improve achievement, therefore increasing instructional efficiency--that is, achievement of the desired educational result with minimum waste of effort or time.

Scale 10 -- Monitoring Student Progress During Lesson and

Scale 11 -- Monitoring Student Progress After Lesson

Effective teachers document their effectiveness by monitoring what they teach. The congruence between what is taught and what is monitored, or tested, must be high (Berliner, 1984). This can be accomplished by using procedures to directly monitor and record student progress toward the achievement of predetermined objectives of instruction. Direct measurement procedures are those which measure student progress by utilizing the student's current curriculum. To be of greatest benefit, student progress information should be gathered while teaching, the time when information about achievement is most needed (Hunter, 1984). Since teaching is done every day, student progress data should be collected every day. Daily sampling of student behavior using direct measures yields data that can be used to make immediate instructional modifications as well as long-term decisions (Lindsley, 1972).

Scale 12 -- Communication

The nature of interactions between individuals in organizations is critically important, along with informal structures for communication and the need for staff involvement where input is influential and valued. Staff who have had no opportunity for participation, involvement, and meaningful influence in decisions leading to program adoption feel a lack of ownership, commitment, and dedication necessary for the success of program goals (Champlin, 1984). Successful group interaction provides a dynamic atmosphere in which one person's insight triggers the generation of other ideas in productive brainstorming. The circular interaction which is created, along with the group's combined knowledge base, provide the basis for a unique problem-solving body (Hardman, Egan, & Landau, 1981).

Scale 13 -- Teamwork

"None of us is as smart as all of us." This motto exemplifies the best style of the effective teacher. There is no way that a single teacher can maintain sufficient data to make all needed decisions. Therefore, it is essential that teachers learn to

cooperate and share successful strategies. This sharing will ensure that most efficient decisions about instruction will be made. Chalfant, Psych, & Moultrie (1979) believe that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem-solving process.

Scale 14 -- Organizational Commitment

Teachers are professionals and, as such, are expected to have technical expertise in a specific area. Their performance is in part guided by norms which exist within the teaching profession. Because they work within a formal organization, however, they are also expected to act according to certain school district standards and policies. This can be a basis for conflict in schools. Some teachers find it difficult to be committed to both their profession and the organization. They might behave in ways they believe are supported by professional principles but which are contrary to district policies and procedure. Studies suggest that professionals can be committed to both their professions and their organization (Hoy & Miskel, 1978). Glaser (1965) refers to this as a dual orientation. According to Hoy and Miskel, this professional orientation, combined with organization commitment, is especially desirable in schools.

Scale 15 -- Professional Development

Ysseldyke and Algozzine (1980) have shown that many educational decisions are based more on bias than on data. To be effective, teachers must use the available research to facilitate their decision-making regarding their instruction. In other words, teachers must make decisions which are data-based rather than bias-based. To stay current with available data, teachers must regularly read professional journals and attend professional development activities such as workshops, seminars, conferences, etc. In fact, as Hosford stated: "Superior teachers . . . are competent consumers of current educational research." (1984, pp. 141-142)

Data for the first 9 scales are derived from classroom observation. Data for Scales 11-15 are collected through interview. Data for Scale 10 are derived from observation and interview. Scales 1 - 10 are designed to define classroom teaching consistent with the effective schools literature. Scales 11 - 15 provide a definition of teacher professionalism. Taken together, these scales provide administrators and teachers with a comprehensive definition of teaching.

3. SET EMPLOYS BEHAVIORALLY ANCHORED RATING SCALES. Most teacher evaluation systems are rating scales. Traditionally, the rating scale is a 3, 5, or 7 point scale which endeavors to define various levels of performance. The problem is that the evaluator is usually required to define the levels of performance for himself/herself for each area to be evaluated. As an example, if 5 on a 5-point scale is defined as "Outstanding", then for each area to be addressed, the evaluator must decide what outstanding means. The result of this procedure usually is low reliability across evaluators and high subjectivity for each evaluation.

A behaviorally anchored rating scale is a rating scale in which performance levels are defined by specific job behaviors (Schwab, Heneman, & Decotiis, 1975). Subjectivity of rating is minimized because the evaluator is given specific definitions of each performance level. SET contains a unique set of behavioral *anchors* for each area to be evaluated. Not only do administrators know what the levels of performance are, but teachers also know precisely what is expected. SET Rating Scales are contained in Appendix A.

4. SET PROCEDURES MINIMIZE SUBJECTIVITY IN DATA COLLECTION AND DATA ANALYSIS. Data collection is the most important part of any evaluation system. Careful data collection provides a justifiable basis for evaluating the effectiveness of teaching. SET data collection is characterized by its style and format. In terms of style, SET data collection demands recording what is seen and heard and avoiding the recording of value judgments. This style of data collection helps to minimize subjectivity. The format of SET data collection is the SET Data Collection Form. This form presents the evaluator with a pre-formatted sheet which contains space for data collection on all 15 of the SET scales. This format helps to ensure that data collection will be complete, covering all areas to be evaluated.

Appropriate data collection means little if data analysis is not performed carefully. SET data analysis is a separate step; thus, data collection and data analysis are not confused or combined and subjectivity is minimized. The style of SET data analysis also minimizes subjectivity. A behavioral statement is chosen because it best summarizes the data collected, not because it specifies a level of effectiveness. In this way, the key issue is the match between data and statement. The rating of the teacher naturally emerges as a result of this process.

5. SET CONTAINS AN INTERNAL MECHANISM FOR PROVIDING FEEDBACK FOR TEACHER IMPROVEMENT. At its worst the feedback conference has been either a very cursory review of the evaluation (i.e., "Please sign here.") or a philosophical debate between an administrator who is biased one way and the teacher who is biased in another way. At its best, the feedback conference can be a meaningful summary of data collected; ratings achieved; specific, data-based suggestions made; and finally, the establishment of professional goals. In SET, the feedback conference begins with a description of data collected. Next, the statement which summarizes the data is shared. Then, the statement which corresponds to the next higher level of competence is read and compared. Finally, the teacher is asked how she/he might achieve the difference between the two statements. In this way, the counseling for improvement begins--again, data-based and bias free.
6. SET UTILIZES BOTH OBSERVATION AND INTERVIEW DATA. Due to the diversity of SET scales and in order to further the reliability and the validity of the data collection process, SET employs both observation and interview data collection techniques.

PART THREE

Implementing SET

PHASE	STEPS	MATERIALS NECESSARY	TIME TO COMPLETE (minutes)
I Preparation	1. Schedule Observation and Interview 2. Collect Pre-observation information	<i>Pre-observation Form</i> (Figure 1)	5
II Data Collection	3. Collect/Record Observation Data <i>(Scales 1-10)</i> 4. Clarify Observation Data 5. Collect/Record Interview Data <i>(Scales 1, 2, 3, 7, 11, 12, 13, 14, 15)</i>	<i>Data and Profile Form</i> (Figure 2)	30 3 30 - 45
III Data Analysis and Synthesis	6. Apply Data to SET Rating Scales 7. Develop Teaching Profile	<i>SET Rating Scales</i> (Appendix A) <i>Data and Profile Form</i> (Figure 2)	30 - 45 5
IV Data Interpretation	8. Counsel for Improvement and SET Improvement Goals	<i>Data and Profile Form</i> (Figure 2) <i>SET Rating Scales</i> (Appendix A) <i>Goal-setting Form</i> (Figure 3)	30

PHASE I

PREPARATION

STEP 1: SCHEDULE OBSERVATION AND INTERVIEW

Materials Needed: *Pre-observation Form* (Figure 1)

Estimated Time: *5 minutes for Steps 1 & 2*

In order to minimize his/her anxiety, the observation and interview should be scheduled according to the teacher's preference. This procedure will help ensure that the data collection will occur at a time that will maximize the chances for the teacher's best performance.

STEP 2: COLLECT PRE-OBSERVATION INFORMATION

Materials Needed: *Pre-observation Form* (Figure 1)

Estimated Time: *5 minutes for Steps 1 & 2*

The purpose here is to set the stage and to prepare the evaluator for variables which may affect the observation. This step can be handled in a written or verbal manner. The teacher can complete the *Pre-Observation Form* prior to the observation and give it to the evaluator, or the same information could be gathered by the evaluator during a 5-minute conversation immediately prior to the observation. Please note that the information collected here will not be used as data but will facilitate the collection of data in Step 3.

PHASE II

DATA COLLECTION

STEP 3: COLLECT AND RECORD OBSERVATION DATA (SCALES 1-10)

Materials Needed: *Data and Profile Form* (Figure 2)

Estimated Time: 30 minutes

Data collection is the most crucial phase of SET. During Step 3, factual information on Scales 1-10 will be recorded in the observation (O) section of each scale. The observer records what he/she **sees** and **hears** in the classroom. At a later time (Phase III) conclusions about the teacher's performance will be made.

In order to accurately record observational data the following **observation rules** should be followed:

1. Collect information in enough detail to guide you during counseling, even after some time has passed.
2. Record only what you **see** and **hear**. Label and count behavior. Do not make judgments, draw inferences, or interpret.
3. Write each piece of information only once. Draw arrows to other scales where the data may also apply.
4. When recording a behavior that may occur several times during the observation (such as praising or asking questions), use hash marks to record the frequency of the behavior.
5. Abbreviate whenever possible. For example, Q to S means Questions to Students.
6. Record student reaction, not your reaction.
7. If something is ambiguous, write a question under *Questions for Data Clarification* and clarify after the observation is complete (Step 4).

STEP 4: CLARIFY OBSERVATION DATA

Materials Needed: *Data and Profile Form* (Figure 2)

Estimated Time: 3 minutes

The purpose of this step is to ask questions that clarify any ambiguities in the data collected during the observation. The answers to these questions become data and should be recorded on Scales 1-10. Again, no attempt should be made to interpret, make judgments, or draw inferences.

STEP 5: COLLECT AND RECORD INTERVIEW DATA (SCALES 1, 2, 3, 7, 11, 12, 13, 14, 15)

Materials Needed: *Data and Profile Form* (Figure 2)

Estimated Time: *30 to 45 minutes*

The purpose of this step is to collect data on Scales 1, 2, 3, 7, 11, 12, 13, 14, and 15 by interviewing the teacher. (Note that data on Scale 1, 2, 3, and 7 are collected through both observation and interview.) Interview data are recorded in the interview (I) sections of the appropriate scales. The evaluator should adhere to the following **interview rules** when developing and asking questions:

1. Spend no more than 5 minutes on each interview scale.
2. Ask "soft" opening questions related to the scale topic that do not place the teacher on the defensive.

For example, *"Have you had an opportunity to . . . ?"*

3. Ask questions that invite the teacher to expand on the topic so that it can be thoroughly explored.

For example, *"What other kinds of things have you done . . . ?"*

4. Ask specific questions that elicit facts, not opinions, judgments or yes/no responses. This type of questioning will provide clarification and result in recordable data.

For example, *"When, how many, where, how, give an example . . . ?"*

5. Ask questions about activities that have occurred or are occurring. Avoid discussing activities that are planned for the future.

6. Avoid questions that suggest the "proper response" to teachers.

For example, *"I'm sure that you are"*

Questions should be phrased so that the necessary information can be collected in the shortest amount of time. The following sample questions are offered to assist the evaluator. Also note that the Sample Indicators for the Scales can be used as interview questions and that it is possible that data collected on one Interview Scale may relate to another Interview Scale.

SCALE 1: Learning Outcomes

If evaluator observes after the lesson has begun then ask:

- *What were the outcomes for the lesson?*
- *How did you select them?*
- *How did you communicate them?*
- *How did you establish the relevancy of outcomes with students?*
- *What led you to believe that students understood the outcomes?*

SCALE 2: Utilization of Instructional Media/Materials

- *How did you choose your media / materials?*
- *How did you know that the materials you used were effective?*
- *What changes did you make (from initial planning) in the use of your media / materials? Why?*

SCALE 3: Instructional Techniques

- *How did you choose your instructional techniques?*
- *How did you know that your instructional techniques were effective?*
- *What changes did you make (from initial planning) in the use of your instructional techniques? Why?*

SCALE 7: Classroom Discipline

- *Show me a copy of your discipline plan.*
- *How did you initially communicate your plan to your students?*
- *How did you reinforce the plan?*

SCALE 11: Monitoring Student Progress After Lesson

- *What system do you use to monitor the progress of your students?*
- *How often do you use this system?*
- *What is the relationship of data collected with student learning outcomes?*
- *Show me the record of your students' progress.*
- *Give me an example of how you use the monitoring data you collect to adjust your program.*

SCALE 12: Communication

- *Give me three examples of constructive communication with parents (staff).*
- *What have you done in the past year to improve your communication with parents (staff)?*

SCALE 13: Teaming

- *Tell me how you accomplished your job responsibilities.*
- *What have you done in the last year to encourage the work of other staff?*
- *What have you done in the last year to facilitate the work of other staff?*

SCALE 14: Organizational Commitment

- *In what specific ways in the last year have you worked to accomplish the goals and policies of the district?*

- *How have you responded in the last year when you have disagreed with district goals and/or policies?*
- *What have you done in the last year to help to modify inefficient goals and/or policies?*

SCALE 15: Professional Development

- *What professional journals (or other publications) do you read?*
- *How often do you read these journals?*
- *What was the last article you read?*
- *How did you use the last article you read?*
- *What professional development activities did you attend in the last year?*
- *How did you use the information from these activities?*

Caution: The evaluator should be confident that data collected from the interview accurately portray the teacher's performance and not the teacher's ability for persuasive conversation.

PHASE III

DATA ANALYSIS AND SYNTHESIS

STEP 6: APPLY DATA TO SET RATING SCALES

Materials Needed: *SET Rating Scales (Appendix A)*

Data and Profile Form (Figure 2)

Estimated Time: *30 to 45 minutes*

The purpose of this step is to choose one of the 5 statements from each of the 15 rating scales that best matches your data). The letter in front of the statement chosen is then recorded in the square on the data collection portion of the form.

The following **data analysis rules** should be adhered to in completing Step 6:

1. Only data recorded in the 15 boxes can be used to select one of the 5 behavioral statements.
2. Data recorded in one box may be used to support the selection of a statement in another area.

STEP 7: DEVELOP TEACHING PROFILE

Materials Needed: *Data and Profile Form (Figure 2)*

Estimated Time: *3 to 5 minutes*

A profile of teacher effectiveness based on the 15 scales is developed by simply circling the letters (selected and recorded in Step 6) on the Teaching Profile section of the *Data and Profile Form*. This illustrates a teacher's observed performance compared to a 5 point scale.

Note: Performance at level 3 and above should be considered effective teaching (see Part Two).

PHASE IV

DATA INTERPRETATION

STEP 8: COUNSEL FOR IMPROVEMENT AND SET IMPROVEMENT GOALS

Materials Needed: *Data and Profile Form* (Figure 2)

SET Rating Scales (Appendix A)

Goal SETting Form (Figure 3)

Estimated Time: 30 minutes

The purpose of this step is to communicate the information that has been collected in such a manner that will reward competent teaching skills as well as assist the teacher in the improvement of weaker areas based on the information collected. The following strategies are suggested for this purpose.

- Conduct the counseling session privately with the teacher as soon as possible after the previous steps have been completed.
- Translate the profile by reading the 15 statements which correspond to the letters circled on the profile. These represent a behavioral summary of the teacher's current performance. Reinforce the teacher for performance on all scales which stand out as Level 3 (minimal effectiveness) or better.
- Review with the teacher the statement for each scale which is one level higher than the statement which was selected during data analysis.
- Discuss the differences between the scale statements (current performance vs. desired performance) and decide upon a plan of action:
 - a. Select target scales for improvement and record them in column 1 of the *Goal SETting Form*.
 - b. Record the target letter and corresponding goal statement in columns 2 and 3 respectively.
 - c. Along with the teacher, determine possible activities, resources, and materials which would help facilitate change and list them in column 4, *Activities for Improvement*.
 - d. Decide upon a time for the next evaluation in order to measure change in performance on the targeted scales and record the date in column 5.

The importance of using good communication skills cannot be overemphasized during the counseling for improvement phase. The strategies described above should, however, help minimize defensiveness and anxiety on the part of the teacher and provide a more objective, specific, and substantive framework for improving in a particular area.

Scales for Effective Teaching

Pre-observation Form

Teacher _____

Observer _____

Observation Date _____

Observation Time _____

Specific outcomes for Observation

1.

2.

3.

4.

5.

6.

Students with unique and/or problematic behavior patterns

Other special considerations

Where should observer sit?

Data and Profile Form (Observation Data)

1. LEARNING OUTCOMES	2. UTILIZATION OF INSTRUCTIONAL MATERIALS
3. INSTRUCTIONAL TECHNIQUES/ STRATEGIES	4. ACADEMIC LEARNING/ENGAGED TIME
5. POSITIVE REINFORCEMENT OF STUDENT RESPONSE	6. CORRECTION OF STUDENT ACADEMIC RESPONSES
7. CLASSROOM DISCIPLINE	8. INSTRUCTIONAL STYLE
9. INSTRUCTIONAL EFFICIENCY	10. MONITORING STUDENT PROGRESS DURING LESSON
QUESTIONS FOR DATA CLARIFICATION:	

Sample Indicators

<p>Scale 1</p> <ul style="list-style-type: none"> • statements of learning outcomes • clarity of statements • rationale statements • questions used to check understanding of outcomes • responses to student questions regarding learning outcomes • measurability of outcomes • appropriateness of learning outcomes <p>Scale 2</p> <ul style="list-style-type: none"> • clarity of materials, visibility, copy quality • suitability of materials to learning objective • monitoring of correct use of materials • determinations that materials are affecting desired learning • creative and/or logical modifications of materials <p>Scale 3</p> <ul style="list-style-type: none"> • gains students' attention • discusses relevancy of lesson • evidence of pre-planning • use of review techniques • use of advance organizers • clarity of input • logical organization of presentation • suitability of techniques to learning outcomes • eliciting student feedback/questioning techniques • promoted/unprompted responses • modification of techniques based on feedback • transition activities • guided practice activities • independent practice activities • cooperative groups/peer instructional activities <p>Scale 4</p> <ul style="list-style-type: none"> • frequency of questions, questioning techniques • frequency of individual and group responses • verbal and non-verbal responses • extensions of learning • teacher reactions to student idleness • type/appropriateness of seatwork assignments • frequency of distractions • control over distractions • pacing • techniques for maintaining attention (i.e., eye contact, proximity, etc.) • opportunities to respond <p>Scale 5</p> <ul style="list-style-type: none"> • effective praise statements • frequency of positive feedback • latency of positive feedback • specificity of positive feedback • appropriateness of positive feedback • student reaction to positive feedback • non-verbal positive feedback <p>Scale 6</p> <ul style="list-style-type: none"> • dignifying errors, voice tone, appropriate non-verbal behavior • clarity of corrections • immediacy of corrections • prompting for correct responses • modeling of correct responses • student confirmation of corrections/validates that errors are corrected • shaping procedures <p>Scale 7</p> <ul style="list-style-type: none"> • evidence of discipline plan, system, set of procedures • verbal references to behavioral expectations • delivery of positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.) • delivery of negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.) • consistency in following through • consistency of standards/tolerance levels for all students 	<p>Scale 8</p> <ul style="list-style-type: none"> • liveliness of presentation • pace of presentation • voice tone, changes in tone • facial expressions, smiles, etc. • positive interaction with students, verbal and non-verbal • frequency of positive feedback, verbal and non-verbal • body movement during lesson • dignifying student responses <p>Scale 9</p> <ul style="list-style-type: none"> • pace of instruction, changes in pace • duration of presentations/activities • frequency of interruptions/distractions • types and appropriateness of transition activities • duration of transitions • frequency of student errors • frequency of correct responses <p>Scale 10</p> <ul style="list-style-type: none"> • alignment of questions with daily lesson objectives and daily instruction (direct measurement) • frequency of questions asked • level/appropriateness of questions directed to students • number of student errors during teacher-directed activities • number of student errors during guided and independent practice • appropriate adjustments in instruction based on data <p>Scale 11</p> <ul style="list-style-type: none"> • alignment of test items with unit objectives and daily instruction (direct measurement) • repeated testing on unit objectives • collection of rate and accuracy data • frequency of data collection • recording of data • charting of data • correlation of data to learning outcomes • appropriateness of data-based decisions; effectiveness of program changes <p>Scale 12</p> <ul style="list-style-type: none"> • specific incidents of constructive relationships with parents and staff • specific incidents of attempts to improve relationships • use of sending skills • use of receiving skills • verbal behavior • non-verbal behavior • use of interpersonal style <p>Scale 13</p> <ul style="list-style-type: none"> • job responsibilities complete • assistance given to other faculty • questions asked/comments made to facilitate teaming • cooperative efforts with others • use of interpersonal style <p>Scale 14</p> <ul style="list-style-type: none"> • goals and policies accomplished • efforts to modify goals and policies • strategies used to achieve change • willingness to participate in activities • time commitments • maintains confidentiality <p>Scale 15</p> <ul style="list-style-type: none"> • journals/articles/books read • activities attended • practice affected by reading/attending • ideas implemented • staff development activities conducted • presentations given • committees served on
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Data and Profile Form (Interview Data)

1. LEARNING OUTCOMES	
2. UTILIZATION OF INSTRUCTIONAL MATERIALS	
3. INSTRUCTIONAL TECHNIQUES/STRATEGIES	
7. CLASSROOM DISCIPLINE	
11. MONITORING STUDENT PROGRESS AFTER LESSON	
12. COMMUNICATION	
13. TEAMING	
14. ORGANIZATIONAL COMMITMENT	
15. PROFESSIONAL DEVELOPMENT	

Sample Questions

- SCALE 1:**
- What were the outcomes for the lesson?
 - How did you select them?
 - How did you communicate them?
 - How did you establish the relevancy of outcomes with students?
 - What led you to believe that students understood the outcomes?
- SCALE 2:**
- How did you choose your media/material?
 - How did you know that they were effective?
 - What changes did you make (from initial planning) in the use of your media/material? Why?
- SCALE 3:**
- How did you choose your instructional techniques?
 - How did you know that they were effective?
 - What changes did you make (from initial planning) in the use of your instructional techniques? Why?
- SCALE 7:**
- Show me a copy of your discipline plan.
 - How did you communicate your plan initially to your students?
 - How do you reinforce the plan?
- SCALE 11:**
- What system do you use to monitor the progress of your students?
 - How often do you use this system?
 - What is the correlation of data collected with student learning outcomes?
 - Show me the record of your students' progress.
 - Give me an example of how you use the monitoring data you collect to adjust your program.
- SCALE 12:**
- Give me three examples of constructive communication with parents (staff).
 - What have you done in the past year to improve your communication with parents (staff)?
- SCALE 13:**
- Tell me how you are accomplishing your job responsibilities.
 - What have you done in the last year to encourage the work of other staff?
 - What have you done in the last year to facilitate the work of other staff?
- SCALE 14:**
- In what specific ways in the last year have you worked to accomplish the goals and policies of the district?
 - How have you responded in the last year when you have disagreed with district goals and/or policies?
 - What have you done in the last year to help to modify inefficient goals and/or policies?
- SCALE 15:**
- What professional journals (or other publications) do you read?
 - How often do you read these journals?
 - What was the last article you read?
 - How did you use the last article you read?
 - What professional development activities did you attend in the last year?
 - How did you use the information from these activities?

Data and Profile Form

Teacher _____ Evaluation # _____

Observer _____ Date _____ Time _____

Teaching Profile

SCALE #	SCALES	5	4	3	2	1
1	Learning Outcomes	T	E	A	C	H
2	Utilization of Instructional Materials	T	E	A	C	H
3	Instructional Techniques/Strategies	T	E	A	C	H
4	Academic Learning/Engaged Time	T	E	A	C	H
5	Positive Reinforcement of Responses	T	E	A	C	H
6	Correction of Academic Responses	T	E	A	C	H
7	Classroom Discipline	T	E	A	C	H
8	Instructional Style	T	E	A	C	H
9	Instructional Efficiency	T	E	A	C	H
10	Monitoring Student Progress During Lesson	T	E	A	C	H
11	Monitoring Student Progress After Lesson	T	E	A	C	H
12	Communication	T	E	A	C	H
13	Teaming	T	E	A	C	H
14	Organizational Commitment	T	E	A	C	H
15	Professional Development	T	E	A	C	H

Goal SETting Form

SCALE (1)	TARGET RATING (2)	TARGET BEHAVIORAL STATEMENT (3)	ACTIVITIES FOR IMPROVEMENT (4)	OBSERVATION DATE (5)

Signature _____

Position _____

Date _____

Signature _____

Position _____

Date _____

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APPENDIX A

SCALES

1. LEARNING OUTCOMES
 2. UTILIZATION OF INSTRUCTIONAL MEDIA/MATERIALS
 3. INSTRUCTIONAL TECHNIQUES
 4. ACADEMIC LEARNING/ENGAGED TIME
 5. POSITIVE REINFORCEMENT OF STUDENT ACADEMIC RESPONSES
 6. CORRECTION OF STUDENT ACADEMIC RESPONSES
 7. CLASSROOM DISCIPLINE
 8. INSTRUCTIONAL STYLE
 9. INSTRUCTIONAL EFFICIENCY
 10. MONITORING STUDENT PROGRESS DURING LESSON
 11. MONITORING STUDENT PROGRESS AFTER LESSON
 12. COMMUNICATION
 13. TEAMWORK
 14. ORGANIZATIONAL COMMITMENT
 15. PROFESSIONAL DEVELOPMENT
-

SCALE 1

Learning Outcomes

(Observation & Interview)

Behavioral Statements

T	Communicates appropriate and measurable learning outcomes; checks to determine that students understand expectations and responds appropriately to their feedback; provides a rationale and focuses students on learning outcomes throughout the lesson.
E	Communicates appropriate and measurable learning outcomes; checks to determine that students understand expectations and responds appropriately to their feedback; provides a rationale.
A	Communicates appropriate and measurable learning outcomes; checks to determine that students understand expectations and responds appropriately to their feedback.
C	Communicates measurable learning outcomes.
H	Conducts lessons without communicating learning outcomes.

Sample Indicators

- statements of learning outcomes
- clarity of statements
- rationale statements
- questions used to check understanding of outcomes
- responses to student questions regarding learning outcomes
- measurability of outcomes
- appropriateness of learning outcomes

SCALE 2

Utilization of Instructional Media/Materials

(Observation & Interview)

Behavioral Statements

T	Uses instructional media/materials which relate specifically to the learning outcomes; monitors their effectiveness; modifies use based upon student feedback.
E	Uses instructional media/materials which relate specifically to the learning outcomes; monitors their effectiveness.
A	Uses instructional media/materials which relate specifically to the learning outcomes.
C	Uses inappropriate instructional media/materials.
H	Uses no instructional media/materials.

Sample Indicators

- clarity of materials, visibility, copy quality
- suitability of materials to learning objective
- monitoring of correct use of materials
- determinations that materials are affecting desired learning
- creative and/or logical modifications of materials

SCALE 3

Instructional Techniques

(Observation & Interview)

Behavioral Statements

T	Uses instructional techniques and strategies which relate specifically to the learning outcomes; monitors their effectiveness; modifies techniques based on student feedback.
E	Uses instructional techniques and strategies which relate specifically to the learning outcomes; monitors their effectiveness.
A	Uses instructional techniques and strategies which relate specifically to the learning outcomes.
C	Uses instructional techniques and strategies which relate generally to the learning outcomes.
H	Uses instructional techniques and strategies which do not relate to the learning outcomes.

Sample Indicators

- gains students' attention
- discusses relevancy of lesson
- evidence of pre-planning
- use of review techniques
- use of advance organizers
- clarity of input
- logical organization of presentation
- suitability of techniques to learning outcomes
- eliciting student feedback/questioning techniques
- prompted/unprompted responses
- modification of techniques based on feedback
- transition activities
- guided practice activities
- independent practice activities
- cooperative groups/peer instructional activities

SCALE 4

Academic Learning/Engaged Time

(Observation)

Behavioral Statements

T	Provides frequent opportunities for all students to be involved/engaged in group and individual activities.
E	Provides frequent opportunities for most students to be involved/engaged in group and individual activities.
A	Provides opportunities for most students to be involved/engaged in groups.
C	Provides opportunities for some students to be involved/engaged in groups.
H	Provides little or no opportunity for student involvement.

Sample Indicators

- frequency of questions, questioning techniques
- frequency of individual and group responses
- verbal and non-verbal responses
- extensions of learning
- teacher reactions to student idleness
- type/appropriateness of seatwork assignments
- frequency of distractions
- control over distractions
- pacing
- techniques for maintaining attention (i.e., eye contact, proximity, etc.)
- opportunities to respond

SCALE 5

Positive Reinforcement of Student Academic Responses

(Observation)

Behavioral Statements

T	Consistently provides immediate and specific positive feedback based upon student needs.
E	Consistently provides specific positive feedback based upon student needs.
A	Provides some specific positive feedback based upon student needs.
C	Provides some positive feedback.
H	Provides little or no positive feedback.

Sample Indicators

- effective praise statements
- frequency of positive feedback
- latency of positive feedback
- specificity of positive feedback
- appropriateness of positive feedback
- student reaction to positive feedback
- non-verbal positive feedback

SCALE 6

Correction of Student Academic Responses

(Observation)

Behavioral Statements

T	Provides immediate and constructive correction; checks to ensure that all student errors are corrected.
E	Provides constructive correction; checks to ensure that most student errors are corrected.
A	Provides correction; checks to ensure that some student errors are corrected.
C	Provides some constructive correction.
H	Provides little or no correction.

Sample Indicators

- dignifying errors, voice tone, appropriate non-verbal behavior
- clarity of corrections
- immediacy of corrections
- prompting for correct responses
- modeling of correct responses
- student confirmation of corrections/ validates that errors are corrected
- shaping procedures

SCALE 7

Classroom Discipline

(Observation & Interview)

Behavioral Statements

T	Clearly and systematically communicates expectations for student behavior; consistently follows through with positive and negative consequences which are in the best interests of the teacher and all students.
E	Clearly and systematically communicates expectations for student behavior; consistently follows through with positive and negative consequences which are in the best interests of the teacher and most students.
A	Communicates expectations for student behavior; follows through with positive and negative consequences which are in the best interests of the teacher and most students.
C	Inconsistently provides consequences for most students.
H	Seldom provides consequences for student behavior, or provides only negative consequences for student behavior.

Sample Indicators

- evidence of discipline plan, system, set of procedures
- clear verbal instruction for behavioral expectations
- delivery of positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)
- delivery of negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)
- consistency in following through
- consistency of standards/tolerance levels for all students

SCALE 8

Instructional Style

(Observation)

Behavioral Statements

T	Maintains a high level of personal and student enthusiasm; demonstrates a positive attitude toward individual students and subject matter taught.
E	Maintains a high level of personal enthusiasm; demonstrates a positive attitude toward individual students and subject matter taught.
A	Demonstrates personal enthusiasm and a positive attitude toward students and subject matter taught.
C	Occasionally demonstrates enthusiasm toward students and/or subject matter taught.
H	Demonstrates little or no enthusiasm toward students or subject matter taught.

Sample Indicators

- liveliness of presentation
- pace of presentation
- voice tone, changes in tone
- facial expressions, smiles, etc.
- positive interaction with students, verbal and non-verbal
- frequency of positive feedback, verbal and non-verbal
- body movement during lesson
- dignifying student responses

SCALE 9

Instructional Efficiency

(Observation)

Behavioral Statements

T	Consistently controls the pace of all instruction based on student feedback.
E	Consistently controls the pace of most instruction based on student feedback.
A	Controls the pace of some instruction based on student feedback.
C	Seldom controls the pace of instruction based on student feedback.
H	Controls the pace of instruction independent of student feedback.

Sample Indicators

- pace of instruction, changes in pace
- duration of presentations/activities
- frequency of interruptions/distractions
- types and appropriateness of transition activities
- duration of transitions
- frequency of student errors
- frequency of correct responses

SCALE 10

Monitoring Student Progress During Lesson

(Observation)

Behavioral Statements

T	Makes continuous use of direct measurement procedures to monitor each student's progress toward daily lesson outcomes; makes adjustments in instruction based on monitoring data/student responses.
E	Makes continuous use of direct measurement procedures to monitor most students' progress toward daily lesson outcomes; makes adjustments in instruction based on monitoring data/student responses.
A	Makes continuous use of measurement procedures to monitor most students' progress toward daily lesson objectives; makes adjustment in instruction based on monitoring data/student responses.
C	Infrequently and indirectly measures the achievement of students at the end of the lesson.
H	Makes few or no attempts to measure the achievement of students.

Sample Indicators

- alignment of questions with daily lesson objectives and daily instruction (direct measurement)
- frequency of questions asked
- level/appropriateness of questions directed to students
- number of student errors during teacher-directed activities
- number of student errors during guided and independent practice
- appropriate adjustments in instruction based on data

SCALE 11

Monitoring Student Progress

After Lesson

(Observation & Interview)

Behavioral Statements

T	Makes continuous use (3 or more times per week) of direct measurement procedures to monitor each student's progress toward unit learning outcomes; makes adjustments in program based on monitoring data.
E	Makes continuous use (2 times per week) of direct measurement procedures to monitor each student's progress toward unit learning outcomes; makes adjustment in program based on monitoring data.
A	Makes use of direct measurement procedures to monitor each student's progress toward learning outcomes periodically (1 time per week); makes some adjustments in program based on monitoring data.
C	Indirectly measures the achievement of the individual student only at the ends of units.
H	Makes few or no attempts to monitor student progress.

Sample Indicators

- alignment of test items with unit objectives and daily instruction (direct measurement)
- repeated testing on unit objectives
- collection of rate and accuracy data
- frequency of data collection
- recording of data
- charting of data
- correlation of data to learning outcomes
- appropriateness of data-based decisions; effectiveness of program changes

SCALE 12

Communication

(Interview)

Behavioral Statements

T	Continuously works to improve already positive, constructive communication with parents and school staff.
E	Maintains positive, constructive communication with parents and school staff.
A	Maintains adequate communication with parents and school staff.
C	Causes some problems in communication with parents and school staff.
H	Causes many problems in communication with parents and school staff.

Sample Indicators

- specific incidents of constructive relationships with parents and staff
- specific incidents of attempts to improve relationships
- use of sending skills
- use of receiving skills
- verbal behavior
- non-verbal behavior
- use of interpersonal style

SCALE 13

Teaming

(Interview)

Behavioral Statements

T	Accomplishes job responsibilities; encourages and facilitates the work of other faculty members.
E	Accomplishes job responsibilities; encourages the work of other faculty members.
A	Accomplishes job responsibilities; allows others to perform their responsibilities.
C	Accomplishes job responsibilities only with close supervision.
H	Has difficulty accomplishing job responsibilities even with close supervision.

Sample Indicators

- job responsibilities complete
- assistance given to other faculty
- questions asked/comments made to facilitate teaming
- cooperative efforts with others
- use of interpersonal style

SCALE 14

Organizational Commitment

(Interview)

Behavioral Statements

T	Behaves consistent with the goals and policies of the school district; works to develop needed goals and policies and to modify those which are inefficient.
E	Behaves consistent with the goals and policies of the school district; works to modify existing goals and policies which are inefficient.
A	Behaves consistent with the goals and policies of the school district.
C	Has a low level of awareness of the goals and policies of the school district.
H	Is defiant of the goals and policies of the school district.

Sample Indicators

- goals and policies accomplished
- efforts to modify goals and policies
- strategies used to achieve change
- willingness to participate in activities
- time commitments
- maintains confidentiality

SCALE 15

Professional Development

(Interview)

Behavioral Statements

T	Contributes to the professional development of other teachers. Reads at least one professional publication regularly; attends and participates in professional development activities at least twice a year.
E	Reads one professional publication regularly; attends and participates in professional development activities at least twice a year.
A	Attends and participates in professional development activities at least twice a year.
C	Attends professional development activities once a year.
H	Does not engage in professional development activities.

Sample Indicators

- journals/articles/books read
- activities attended
- practice affected by reading/attending
- ideas implemented
- staff development activities conducted
- presentations given
- committees served on

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